

# Geography 15000 – World Regional Geography

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Office hours: Thursdays 12:30 to 1:30

## SYLLABUS

### **Course overview**

Regions are the spatial expression of physical geography, as well as economic, social and political relations. The course provides knowledge on how the different regions (e.g., South America, Europe, the Middle East, Sub-Saharan Africa, and others) interact with the global context; on the diversity of their trajectories and their specific development patterns. It develops critical analysis of the relationship among the different regions and on the link between space and societies. More broadly, the course aims to develop critical thinking regarding the concepts of development, globalization, sustainable development and situated knowledge.

This course is a geographic approach to the world's regions current issues considering their social and economic practices, their historical and political specificities, their cultural identities and environmental landscapes. We will develop a critical analysis of those questions through the specific lens of the pandemics and the particular challenges it raises in each region.

Students will learn to use and analyze spatial data from maps, statistical tables, internet resources and press resources. They will have to follow world current debates and events and articulate them with the contents developed in class.

### **Course objectives:**

By the end of the course you will be able to:

1. Understand the links among people, places and regions.
2. Analyze the specificity of each world region and their relationship with each other using a wide variety of sources and material. Critically put in perspective those relationships regarding processes such as colonialism, globalization, development, environmental crisis and climate change.

3. Identify how categories such as race, class, gender can impact those relationships specifically.
4. Understand how global crises and events (for example Covid-19, Black Lives Matter, Indigenous movements, anti-neoliberalism protests) are articulated with these processes.
5. Engage critically with development patterns and projects emerging from the different regions as a response to those challenges. Compare them and understand their historical and epistemological grounds.

### **Learning outcomes:**

By the end of the course you will have learned to:

1. Use fundamental geographical concepts (e.g. scale, place, space, region, borders) to analyze an issue
2. Use geographical methods (thematic maps, population pyramids, interactive digital maps) in order to develop your arguments.
3. Use digital tools to visualize your work.
4. Organize group work remotely.

### **Email Policy**

I encourage you to email me with any questions about the class.

Please remember that you are required to indicate a subject and to redact your email in a formal way (be specific, make sure your questions are clear, make sure you have read the information on Blackboard before emailing). Please keep in mind that professionalism is expected in the communication through email (I encourage you to check the website [netiquette](#) if you have any doubt).

### **Required Textbook**

*World Regions in Global Context : Peoples, Places, and Environments (6<sup>th</sup> Edition)* by Marston, Sallie A., Knox, Paul L., Livermant, Diana M., Del Casino Jr., Vincent, Robbins, Paul F.

### **Grading**

Final grades for the course will be determined according to the following percentages:

### **Participation (20%)**

Class participation begins with regular connection to Blackboard. Zoom sessions will be organized twice a week for each chapter, according to the planned class. You will have to attend and engage in the

discussions and class exercises. Each student will have to do a brief presentation of a regional topic of their choice at the beginning of the class.

### **Quizzes (20%)**

There will be a short quiz by the end of each module. The quizzes will be multiple choice and will cover the material taught in each chapter. They will be accessible on Blackboard for an hour over a period of 48 hours.

### **Assignments (30%)**

There will be one group assignment due mid-course. The assignment will be collective, based on a region of the class and will be presented during a special class. Each group will work on a different region.

### **Final Essay (30%)**

You will have to write one short essay. The essay will be an analysis on one of the issues mentioned in class. Students will have to use knowledge from the class and other resources in order to develop articulated arguments.

Students will develop their essay following different steps with feedback throughout the class.

- Selection of a topic: choose an issue linked to one of the course modules. What is the issue? What is the problem and its impacts? How does it relate to the modules of the course? (5%)
- Frame the scale and history of the conflict: Since when is this issue relevant? Where is the issue happening and is it linked to other regions? (5%)
- Map the actors involved – what are their positions? What is their scope of action? What sector are they from (Public, private, civil society?) (5%)
- List 3 resources that you will use: two academic resources and one non-academic. Organize it in a bibliography. (5%)
- Write a short essay articulating your previous progress. Organize your arguments around a main question and take a position. (700 words)

It will be the opportunity to evaluate your capacity to develop critical thinking on a specific topic. The essay will have to be turned in through Blackboard.

### **Policy on the Giving of IN as a Grade**

No incompletes (IN) for this course are given unless there are exceptional and documented individual circumstances. If you miss an exam, you must provide a documented reason and make arrangements to

make up the work. If you have a documented extended absence due to illness or family emergency, you must make arrangements to complete an appropriate alternative assignment to the in-class discussions.

### **Credit/No Credit Policy**

To receive a CR/NC you must have completed all course requirements (exams, quizzes, etc.) and request the CR/NC option prior to beginning the final exam. Based on your final score you will be assigned a letter grade based on the numerical standards that can be found on the Hunter College homepage at <http://www.hunter.cuny.edu/advising/how-to/file-credit-no-credit-cr-nc> (where you can also download a copy of the Credit/No Credit form) or in the undergraduate catalog at <http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10489>.

### **Learning Environment:**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with your legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect in all interactions (Zoom sessions, discussion board, emails). Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).

### **Academic Integrity**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

### **ADA Policy**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all

students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: [\(212\) 772- 4857](tel:2127724857) or [\(212\) 650-3230](tel:2126503230).

### **Mental Health:**

If you or someone you know is experiencing distress, there are resources available at Hunter College to assist you. The Counseling and Wellness Services division at Student Affairs offer free and confidential short-term counseling to students. Please visit their website for all contact information: <http://www.hunter.cuny.edu/cws/counselingservices/welcome>.

### **Hunter College Policy on Sexual Misconduct:**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:  
<http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Updates will be posted regularly on Blackboard.

<b>Date</b>	<b>Day</b>	<b>Topic</b>
05/27	Thursday	Course introduction Chapter 1: World Regions in Global Context
06/01	Tuesday	Chapter 2: Europe
06/03	Thursday	Chapter 3: The Russian Federation, Central Asia and Transcaucasus
06/08	Tuesday	Chapter 4: Middle East and North Africa
06/10	Thursday	Chapter 5: Sub-Saharan Africa
06/15	Tuesday	Chapter 6: The U.S and Canada
06/17	Thursday	Chapter 7: Latin America and the Caribbean
06/20	Sunday	<b>Group assignment due date</b>
06/22	Tuesday	Chapter 8: East Asia
06/24	Thursday	<b>Group assignment presentations</b>
06/29	Tuesday	Chapter 9: South Asia
07/01	Thursday	Chapter 10: Southeast Asia
07/06	Tuesday	Chapter 11: Oceania
07/08	Thursday	<b>Wrap-up class – Topic to be defined by vote</b>